

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

HBD5895.E1 Power and Wisdom of Love
Fall 2026

PROFESSOR INFORMATION:

Professor: Dr. David Hedgpeth
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Amberton Email: **DHedgpeth@amberton.edu**

COURSE INFORMATION:

HBD5895.E1 Power and Wisdom of Love
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: The Five Love Languages: The Secret to Love That Lasts
Author: Gary Chapman
Publisher: Northfield Publishing Company
Year Published: 2024
Edition: 6th Edition (Reprint)
ISBN: 10: xxxxxxxxxx or 13: 9780802412706
Price: Available at <http://amberton.ecampus.com>

Title: Attached: The new science of adult attachment and how it can help you find-and keep-love
Author: Amir Levine & Rachel Heller
Publisher: TarcherPe
Year Published: 2010
Edition: First
ISBN: 10: xxxxxxxxxx or 13: 9781585428489
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping.

APA REQUIREMENT:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The Power of Love in Relationships course examines love and relationships from both a personal and societal perspective. Students are to assess how levels of love operate in their own lives through personal self-

assessment, by utilizing text recommendations to personal needs or goals, and by sharing selected issues and ideas in a group setting. During the course, students are expected to understand and be able to practically apply effective and appropriate loving principles to various real-life interpersonal relationships.

CAVEAT: No graduate credit will be awarded if HBD4895 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Contrasting types of love demonstrated with kindness, consideration, and respect appropriate for spouse, family, friend, vocational, and/or other relationships.
2. Comparing the differences between healthy and unhealthy love and being able to apply true loving methods for self-protection, self-improvement, and personal success.
3. Demonstrating a working understanding of practical text strategies and using them to better manage specific personal and/or real-life instances.
4. Implementing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier, and more enriched life.
5. Analyzing how the perception process influences interpersonal relationships.
6. Critiquing the elements of effective interpersonal communications.
7. Exercising nonverbal communication and its relationship to better understanding.
8. Explaining effective ways in which people listen and respond to each other.
9. Implementing strategies in difficult relationships to manage conflict collaboratively.
10. Demonstrating methods for responding non-defensively to criticism.
11. Understanding, respecting, nurturing, and appreciating relational differences.
12. Knowing ways to practice consideration, compassion, service, and emotional support with reasonable giving.
13. Practicing skills to help and encourage others to demonstrate healthy loving attitudes, expressions, and actions.
14. Developing uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
15. Applying biblical teachings of godly love to enhance personal effectiveness.
16. Researching and analyzing selected competencies that can be effectively applied to personal real-life situations.
17. Presenting concise research through Artificial intelligence (AI) applicable to and beyond the required study materials for this course, producing findings that are uniquely of interest and/or need to the individual student, providing a range of specific data helpful in building family love bonds, and healthy social, and vocational relationships.

ACQUIRED SKILLS

1. Skills in Personal Love, Social and Vocational Interactions
2. Conflict Resolution
3. Relational Goals

COURSE POLICIES:

The purpose of this course is to help each student develop and/or enhance healthy and loving relationships with God, family, significant others, and oneself for a more enriched and meaningful life at home and elsewhere. By applying these principles one can best cope with even the most difficult and challenging relationships. Many of the text examples cite marital relationships, but those key principles can generally apply to all types of relationships, including family, close others, work associates, and other acquaintances. Students are asked to apply course principles toward improving real life conditions by citing individual examples and by developing three general goals to improve personal key relationships. PowerPoint presentations and other supplements are provided to aid in course understanding and to help with written assignments.

Only serious-minded students who are ready to work on personal growth should enroll in this course. Honestly working on self can be very challenging, yet beneficial. Generally, students find that a detailed personalization of answers results in a helpful growth experience. However, if the readings and/or questions invoke strong personal feelings on sensitive issues, each student is asked to consider his or her best interest and not share details which are considered as being too private.

Since this is a personal development course and unless otherwise instructed for written responses, students are asked to refer only to the course's textbook teachings and the PowerPoint applications in developing effective strategies to meet the student's most needed or most challenging relational goals.

Students are expected to read, understand, and follow the course schedule, the supplements provided, the instructions for the written assignments, and the guidelines for a Week 8 Discussion which will be by Zoom, unless otherwise instructed.

For late assignments submitted past the Central Standard Time due date, one point is deducted each hour thereafter, up to a total of ten points. Excessive lateness could mean additional point deductions. The professor may consider occasional exceptions in very rare cases, only after reviewing the circumstances and with a committed student plan and timetable for completion. A student's choice to procrastinate or to take an overload of courses are not considered excusable. Therefore, students are encouraged to work ahead to avoid an unexpected time challenge. Assignments need to be done in a Word format with Arial 12 print.

Students must purchase paper bound textbooks and not an electronic version such as Kindle without the same page numbers as in the book. For grading purposes, specific page numbers in the paper bound textbooks are needed so that the instructor may check references. Note that only the stated 2024 version of the Five Love Languages is required, rather than any past or similar versions.

Check the syllabus for assignments due anytime on Mondays for Weeks 1-9. Week 8 will include a Zoom session for students to briefly report on their goal progress in the course.

Optional Zoom Conferences for Weeks 2-9 will be scheduled for each Wednesday at 8:00 pm only if a student (or students) wanting assistance or discussion notifies the instructor via Moodle Messages and makes a request. Individual issues may be communicated directly to the instructor by Moodle Messages or by a requested personal Zoom meeting. Students will be notified of a necessary Zoom schedule change at an alternate time.

And please correspond with the instructor via Moodle Messages rather than by phone or email.)

STUDENTS' RESPONSIBILITIES:

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

ATTENDANCE POLICY:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

PLAGIARISM POLICY:

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken

seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Students are provided with this calendar and a general course outline for the time sensitive assignments. It is recommended that work be done well ahead of the due date to avoid unexpected predicaments.

The course outline is the critical component of the course wherein topics and learning resources are brought together. More details are provided in the Moodle Course Management System under Course Supplements and in the instructions for each weekly assignment. Supplementary PowerPoint presentations, which are Word copies of modified slides used in lecture classes, are posted on the weekly Moodle assignments.

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1	Assignment One- Pre-Evaluation and Course Overview	During the first week after enrollment in the class, refer to the Self-Evaluation: Ten Questions on Relational Success, and do the Pre-test and Goals, later to be compared to the Post-test in Week 8. Also, complete and score the personality or Temperance Tests. Include the PPTs and Introduction as instructed. Do not submit any results. Complete and submit the quiz. This assignment represents 10% of the final grade.	Course competencies are not directly addressed for Week 1.	A short quiz over a two-page summary of the Course Instructions is due anytime on Monday, September 14, 2026 (CST).
Week 2	Assignment Two- Understanding Different Love Languages	Read Chapters 1-14 of: <i>The 5 Love Languages</i> by Gary Chapman. Include the PPTs as instructed. Complete and submit the quiz. This assignment represents 10% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, September 21, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 3	Assignment Three- Applying the Principles of Love Languages	Review Chapters 1-14 of: <i>The 5 Love Languages</i> by Gary Chapman. Develop one new goal as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 12% of	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, September 28, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or

		the final grade.		discussion.
Week 4	Assignment Four-Understanding Effective Relationship Techniques	Read Introduction and Part 1 pages 1-73 of: Attached by Levine & Heller. Include the PPTs as instructed. Complete and submit the written exercise, and a report on a video or article. This assignment represents 10% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, October 5, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 5	Assignment Five-Applying Effective Relationship Techniques	Read Part 2 pages 77-149 of: Attached by Levine & Heller. Develop one new goal as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 12% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, October 12, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 6	Assignment Six-Building Effective Relationships	Read Part 3 pages 153-215 of: Attached by Levine & Heller. Include the PPTs as instructed. Complete and submit the written exercise, and a report on a video or article. This assignment represents 10% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, October 19, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 7	Assignment Seven-Maintaining Effective Relationships	Read Part and Epilogue pages 219-273 of: Attached by Levine & Heller. Include the PPTs as instructed. Complete and submit the written exercise. This assignment	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, October 26, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students

		represents 12% of the final grade.		for assistance or discussion.
Week 8	Assignment Eight-Report and Online Discussion Group: Personal Progress in Applying Principles of Love in Relationships	The required Week 8 Class Discussion on Monday at 8 pm CST will be by Zoom or as instructed, A 1–2-page personal progress report is due to be submitted to the instructor before the Zoom session. This progress report will be summarized in the session, which will be open for student interactions. This assignment represents 10% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	A Class Progress Discussion will be by Zoom and will be held on Monday, November 2, 2026, at 8:00 pm (CST) or as instructed. Also, a 1-2-page progress report is due to the instructor on the above date before 8:00 pm CST. During the session students will discuss individual progress and interact with others as instructed. Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 9	Assignment Nine-Analyzing Love and Relationships of Others	The assigned reading review covers both course texts. Also, the student will view a selected movie with a "relationship and love" theme and report as directed. Include the PPTs as instructed. Complete and submit the written exercise. This assignment represents 14% of the final grade.	This assignment will cover some or all the course competencies according to the student's focus on the assigned study.	The written exercise is due anytime on Monday, November 9, 2026 (CST). Optional Zoom Conference on Wednesday, 8:00 pm (CST), only if requested by one or more students for assistance or discussion.
Week 10	Assignment Ten-Reflection and Conclusion	Read the Conclusion and the other PPTs as instructed. If all work has already been submitted, there is no further	Course competencies are not directly addressed for Week 10.	Late Assignment 9 work must be submitted no later than anytime on Monday, November 16, 2026 (CST). Read the remaining

		course requirement to complete. Any remaining incomplete work from the last assignment needs to be submitted no later than anytime on Monday, of Week 10.		PPT as instructed. Afterwards, there are no further requirements.
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GRADING CRITERIA:

Graduate Grading Values:

The percentages for each assignment are listed above in the Course Outline and Calendar.

Grades will be reported on each returned graded assignment and not on Moodle.

More details on the grading breakdown are listed below.

Performance	Range	Upper	Middle	Lower
Excellent	A= 100-92	A+100-99	A/98-95	A-/94-92
Good	B= 91-82	B+/91-89	B/88-85	B-84-82
Fair	C= 81-72	C+/81-79	C/78-75	C-/74-72
Poor	D= 71-62	D+/71-69	D/68-65	D-/64-62
Failing	F= Below 62			

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in Professor Information area.

INCOMPLETE GRADES:

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

HOW TO WITHDRAW FROM A COURSE:

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.